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ABSTRACT

This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments. (GB)

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HANDBOOK

EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS IN NORTH CAROLINA

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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HANDBOOK FOR EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF OCCUPATIONAL EDUCATION
RALEIGH, NORTH CAROLINA
FEBRUARY 1970

F O R E W O R D

The young people of today will be the leaders in the future. They will shape the nation and determine its progress in all human relationships and aspects of life. Our public schools must do much to help prepare youth to assume these responsibilities.

From the beginning of time, man's chief concern has been the maintenance of life, providing the essentials of life - food, clothing, and shelter. Meeting such basic necessities however, is not enough; our modern life demands more. Education to develop the ability to live peaceably and happily with others and to assume a share of responsibility in the community is much to be desired. Education for living and education for responsible citizenship must be regarded as integral parts of a comprehensive school program, thus fitting American youth for their future responsibilities in a good society. A good society recognizes the importance of each individual member. In education, this recognition must lead us into more flexible programs allowing students as individuals to be educated according to individual differences and needs. Only in this way can they develop into useful, productive, and happy members of society.

We feel that this handbook will be helpful to public school educators across our state when attempting to adequately identify students with special educational needs, diagnose specific causes and plan programs to meet these unique needs.

Charles J. Law, Jr.

Charles J. Law, Jr., State Director
Division of Occupational Education

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INTRODUCTION

Congress, through the 1968 Amendments to the 1963 Vocational Education Act, recognized the need for strengthening vocational education programs and expanding the availability of such programs for disadvantaged and handicapped persons. The new legislation makes it very clear that each state will utilize not less than 10 percent of its Federal funds from part "B" of the act for vocational programs specifically designed for the handicapped and 15 percent for the disadvantaged.

This handbook has been prepared in an effort to help teachers, school administrators, and supervisors identify and evaluate disadvantaged and handicapped students in order to plan Occupational Education Programs for these youth.

Continuing revisions to this handbook may be made as additional information is compiled in the area of identification methods and program planning for disadvantaged and handicapped students in an effort to best meet the purposes of such a program.

DISADVANTAGED

"Disadvantaged persons" means persons who have academic or other handicaps resulting from socio-economic or cultural impoverishment that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require modified or specially designed educational programs and related services or a combination of such programs and services in order for them to benefit from a vocational education program or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large and includes all other physically or mentally handicapped persons as long as such persons are handicapped as a result of socio-economic conditions described in this paragraph. Programs for handicapped children who do not suffer from the conditions of a disadvantaged background should be prepared in relation to the provisions for handicapped children under this same act. (The Vocational Education Act of 1963 as amended in 1968.)

FOR WHOM OCCUPATIONAL PROGRAMS MAY BE DEVELOPED

Those persons who are disadvantaged to the extent that they cannot succeed and/or compete successfully in regular vocational or consumer and homemaking education programs qualify for special vocational assistance. Persons who can benefit from regular programs with minor adjustments do not qualify for specially designed programs unless it provides supportive services to a regular program. For example, disadvantaged students who qualify may be enrolled in regular vocational programs with students who are not disadvantaged as described in the preceding paragraph and provided with such supplementary services as may be necessary for them to compete successfully in a regular program with minor adjustments. In such cases, only the cost of the supportive services provided and the additional cost for making adjustments can be considered as effort requiring additional cost to local administrative units. In such cases, only the additional cost may be considered within the local education agency's effort to utilize allotted resources for the disadvantaged.

A DESCRIPTIVE LIST OF CONDITIONS AND CHARACTERISTICS FOR EVALUATING THE DISADVANTAGED STUDENT:

THE ECONOMICALLY DISADVANTAGED STUDENT:

- Whose family income falls below the poverty level ($3,000.00 gross income annually)
- Who lacks proper food, clothing, and shelter
- Who lacks money for normal school expenses

THE CULTURALLY DISADVANTAGED STUDENT WHO:

- Comes from broken or sub-normal home
- Lacks exposure to the "average" culture and experiences in or exposure to music, art, literature, etc.
- Is unable to use the formal language necessary for average school progress
- Comes from a disadvantaged or impoverished cultural background

THE EDUCATIONALLY DISADVANTAGED STUDENT WHO:

- Has serious reading, computational, or language difficulties
- Is two or more grades below state and/or national achievement norms for age and/or grade
- Is failing two or more subjects
- Is a potential dropout and may have one or more of the preceding characteristics

- Has been exposed to curriculum that has not been designed to meet student educational and occupational needs which has resulted in one or more of the above characteristics and which will not prepare the student to meet occupational demands beyond the high school level. (If in fact after completion of a high school program, the student cannot or does not meet the requirements for continued higher academic and technical or skill programs or cannot meet job requirements, then he should be considered as educationally deprived.)

THE SOCIALLY MALADJUSTED STUDENT

Possible Symptoms:

- Defies rules and regulations
- Likes to dominate the scene
- Behaves in an unrestrained manner or shows such behavior that is disrupting to the school program for others and is difficult to manage behaviorally.
- Is persistently truant from school and absent from home
- Has a consistently poor self-image
- Is hostile
- Is socially aggressive and unconventional
- Is overly sensitive to constructive criticism and/or generally exhibits behavior difficult to manage in school and expulsion from school may be imminent.

Caution should be exercised when designing programs to adequately serve the disadvantaged. Students should be carefully evaluated to determine whether they display any or all of the above characteristics. Persons qualify for participation in special programs only when they are disadvantaged to the extent they cannot succeed in regular vocational programs (even with minor adjustments) designed for persons without such handicaps.

HANDICAPPED

The "handicapped" are those persons who are mentally retarded, hearing impaired and deaf, speech handicapped, visually impaired and blind, seriously emotionally disturbed, crippled, those with learning disabilities or health-impaired persons who by reason of their handicapped condition cannot succeed or participate in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

FOR WHOM OCCUPATIONAL PROGRAMS MAY BE DEVELOPED

Those persons who are handicapped to the extent that they cannot succeed in and/or compete successfully in regular vocational or consumer and homemaking education programs.

A DESCRIPTIVE LIST OF CONDITIONS AND CHARACTERISTICS FOR EVALUATING THE HANDICAPPED STUDENT

Physical Handicaps:

Speech Handicapped

Definition: The student has speech handicaps when his speech is defective, which includes speech articulation disorders or abnormalities of oral physical structures necessary for speech production. Speech is defective when it deviates far from the speech of other people, claims attention, interferes with communication and may cause these students to be maladjusted.

Possible symptoms:

Does not speak distinctly and lacks sufficient volume to be heard.

Tries hard, but no sound comes out.

Blinks his eyes excessively, engages in other bodily motions while talking in an effort to communicate or clarify his speech.

Lisps.

Omits sounds from words, adds to words, distorts words and substitutes one letter for another.

Identification:

The speech and hearing therapist is responsible for surveying or screening the speech and hearing of the school population, in accordance with the local education administrations comprehensive plan for education. Referrals from principals, teachers, school or Public Health nurses, or other agencies may be included. A child must have deviant or defective speech as indicated by appropriate diagnostic speech and hearing tests.

Hearing Impaired

Definition: The hearing-impaired student is one whose loss of hearing is educationally significant. This includes a child

whose hearing is impaired to the degree that speech and language development is delayed or deficient, or that his progress in regular classes is hampered.
In addition, the hearing-impaired child is one whose hearing losses are handicapping him educationally and developmentally, and includes the child who may later be educationally classified as hearing impaired as well as one who may later be classified as deaf.
The hearing-impaired child is one whose hearing is defective but still functional, with or without a hearing aid, for the routine tasks of life. The deaf child is one whose hearing or residual is not functional with or without a hearing aid for the routine tasks of life.

Possible Symptoms: (primarily due to hearing impairment)

- Seems inattentive consistently.
- Has difficulty in locating sound direction.
- Shows repeated inability to hear in a group.
- Frequently fails to respond to questions.
- Asks to have words or sentences repeated.
- Has an unusually loud or weak voice.
- Withdraws from the group.
- Complains of buzzing or ringing in the ears.
- Has poor articulation.

Identification:

The identification of hearing-impaired children may be made by physicians, qualified health officials, registered nurses, or other referral personnel.

Visually Handicapped

Definition: The visually handicapped child retains relatively low degrees of vision, or he may have remaining vision which makes it possible under very special conditions for him to read limited amounts of regular large print. They are:
Blind Children—Those who have so little remaining vision that they must use braille as their reading medium.
Partially Seeing Children--Those who have loss of vision, but are able to use regular or large type as their reading medium. These will generally be children who have a visual

acuity between 20/70 and 20/200 in the better eye after correction.

Legal Blindness--Those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees.

Possible Symptoms:

Rub their eyes excessively, frown and attempt to brush away blurs.

Blink frequently and may become irritable when doing close work.

Have crossed eyes.

Stumble or trip over objects.

Are unable to participate in games requiring distance vision even when corrected.

Write erratically.

Complain of dizziness, headaches, or nausea following close eye work.

Identification:

Visually handicapped children may be identified by regular classroom teachers and school or public health nurses in observation and vision screening programs. Children may also be referred by physician in routine physical examinations or in eye clinics held throughout the State. Identification may be established under one of the following eye conditions as determined by a specialist:

Central visual acuity of 20/70 or less in the better eye after correction.

Restricted field of vision, no greater than 20 degrees.

Progressive eye difficulty of a serious nature.

Insufficient near vision for reading regular print.

<u>Crippled</u>

Definition: Students with crippling handicaps have muscular or neuromuscular conditions which limit their mobility. Any child who has a crippling physical disability making it inadvisable for him to participate in the regular classroom program of the public schools is eligible for a program specially designed for handicapped persons. Qualifying handicaps are those of short term, a serious long term, permanent, or

progressive nature and may include disabilities resulting from orthopedic, cardiac, or other systemic conditions.

Possible Symptoms:

Have poor coodination.

Walk awkwardly or with a limp.

Move in a jerky or shaky fashion.

Show signs of pain during exercise.

Have defects which interfere with normal functioning of the bones, muscles or joints.

(A few of the more common crippling conditions are: cerebral palsy, infantile paralysis, arthritis, bone and joint disease.)

Identification:

Identification may be made by a physician or other qualified personnel relative to the nature and extent of the crippling condition, the physical limitations within which the pupil can operate successfully, and the anticipated length of the time the pupil will be incapacitated by either primary or secondary effects of the illness or condition.

Other Health Handicaps

Definition: These students have disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality or alertness, as diagnosed by a physician or other qualified person with information indicating the above as primary effects.

Possible Symptoms:

Are easily fatigued.

Are excessively restless and/or overactive.

Are usually breathless after exercise.

Complain of chest pains after physical exertion.

Are subject to frequent colds.

Are extremely inattentive.

Are excessively hungry and thirsty.

(A few of the more usual health problems are: rheumatic fever, organic heart disease, epilepsy, diabetes, asthma and nutritional deficiences.)

Identification:

Identification may be made by a physician, or other examiner duly qualified to identify the illness or condition and

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submit necessary information to support the diagnosis.

Mental Handicaps

Definition: Mental Retardation refers to sub-normal general intellectual functioning which originates during the developmental period and is associated with impairment in one or more of the following aspects of adaptive behavior: (1) maturation, (2) learning, and (3) social adjustment. The classification of educable mentally retarded applies to those children of school age who are developing intellectually of about one-half to three-fourths the rate of average children.

Identification:

Identification should be made upon the recommendation of a qualified psychological examiner together with evaluation of a child's academic record by the teacher, principal, supervisor and other relevant school officials.

- Trainable Mentally Retarded - The intelligence quotient in the 25-50 range as determined by the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children, or a test of equal validity and equivalent norms.
- Educable Mentally Retarded - The intelligence quotient in the 50-75 range as determined by the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children or a test of equal validity and equivalent norms.
- Slow Learner (possible pseudo-retardate) - The intelligence quotient in the 75-85 range as determined by the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children or a test of equal validity and equivalent norms.

Seriously Emotionally Disturbed

Definition: The emotionally disturbed child is one who has such emotional conditions that he/she fails to adjust in the regular educational program. This child is often said to have "primary emotional problems" that result in behavior and learning difficulties.

Emotional disturbance often occurs in conjunction with other handicapping conditions in the same child. For example, the emotionally disturbed child may have secondary learning

problems such as mild sensory or speech handicaps and may be physically and/or perceptually handicapped.

Identification:

Children showing symptoms of emotional disturbance may be referred to specialists by regular class teachers and parents, and through programs conducted by mental health clinics. Children referred should have a psychiatric or clinical psychological evaluation which indicates serious emotional disturbance and inability of the child to profit from the regular instructional program.

Learning Disabilities

Definition: The child with a learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental asphasia, etc. They do not include learning difficulties which are due primarily to visual, hearing, or motor handicaps, to mental retardation or to emotional disturbance. A learning disability may be caused by external as well as internal factors or may result from a combination of both factors. In any event the child will show a strong contrast between his level of academic achievement and measured intellectual potential.

Identification:

Children showing symptoms of a learning disability may be referred to specialists by regular classroom teachers and parents, and through programs conducted by developmental evaluation and mental health clinics, and through university related clinics. Diagnosis of a learning disability may be made by a qualified examiner such as a school, educational or clinical psychologist or psychological examiner, a physician or neurologist or learning disability specialist qualified to make such evaluations.

SUGGESTED PROCEDURES FOR EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS

ORGANIZING A COMMITTEE:

A committee should be appointed in each local school to function with organized procedures for proper identification of disadvantaged and handicapped youth. This is perhaps the most important feature for planning since the communication of information about planning for a student is basically started and implemented with the committee members. Suggested members to serve on this committee are:

- Principal
- Teachers
- Representatives of Pupil Personnel Services such as: Guidance Counselors, School Psychologist, School Social Workers, Attendance Counselors, School Health Personnel, and Pupil Appraisal Personnel.
- Representatives of Vocational Rehabilitation Services.
- Representatives from other community organizations that have relevant information on the background or on planning for children e.g. Department of Welfare.
- Special Education Personnel
- Local Supervisors

SOURCES OF INFORMATION TO BE USED BY THE COMMITTEE TO EVALUATE DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS

Uses of School Records:

a. Education history
b. Family and Social history background
c. Health records
d. Academic, achievement and psychological test records
e. Social and personal record
f. Attendance record
g. Activities--in and out of school
h. Vocational plans
i. Significant teacher notes
j. Talents, skills, and abilities

Student Information:

a. Interview with student

b. Autobiography
c. Observation
d. Social peer relationships
e. Other related student information

Home:

a. Parents and/or Guardians

Community:

a. Neighbors and friends
b. Religious Organizations
c. Civic Organizations
d. Business and Industry
e. Other related community resources

Public and Social Agencies:

a. Welfare
b. Child Guidance Clinics
c. Children's Court
d. Public Health Department
e. Employment Security
f. Family Service Agency

The teacher and committee should see that all available and relevant data concerning a student is considered if valid conclusions are to be drawn to effectively develop programs to meet the occupational needs of the student.

Teachers and persons working with students are strongly encouraged to use a variety of diagnostic measures and not be limited to the use of a single diagnostic instrument. The evaluator should consider mechanical, verbal and written measures of abilities, and performance for the purpose of planning more effective educational programs.

BASAL INSTRUMENTS USEFUL IN EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS

In this publication, a number of instruments are suggested and some are included for assisting the committee in identifying and evaluating disadvantaged and handicapped students and their needs. Some instruments are designed to be completed by the teacher(s) while others are to be completed by teacher and/or student and other school personnel.

The instruments are:

North Carolina Cumulative Record (Grades 1-12)
Student Inventory
Personality Tests
Autobiography of Student
Classroom Teacher's Evaluation Report
Counselor's Report
Student's Schedule
Committee's Summary Sheet for Evaluating the Disadvantaged Student
Committee's Summary Sheet for Evaluating the Handicapped Student
Student's Appraisal Summary
Standardized Test Record
Referral Form

THE CUMULATIVE RECORD
Values of the Cumulative Record

The Cumulative record system provides an opportunity to know and understand students as individuals.

> "Cumulative records facilitate the study of long-term development of students. Changes in behavior over a period of several years, whether they be desirable or undesirable , or not likely to be selected by teachers who work with the student for only a few months. Moreover, movement toward the broader long-term educational objectives of the school is apt to be slow unless such records are kept to help teachers and counselors chart the course of progress."[1]

The School Cumulative Record, even though often criticized, does provide much useful but selective information.

[1] Guidance Services In Secondary Schools, Wm. C. Brown Company, Inc. Dubuque, Iowa, page 61.

I. NAME _____ (Last) (First) (Middle) (Nick Name) COUNTY OR CITY UNIT* _____ SCHOOL* _____

RACE _____ SEX _____ PLACE OF BIRTH _____ (City) (County) (State) DATE OF BIRTH _____ DATE OF ENTRANCE _____

PRESENT ADDRESS* _____ TELEPHONE* _____ AUTHORITY FOR BIRTH DATE: Birth Certificate (Year) (Mo.) (Day) ___ Family Bible ___ Parents' Statement (First Grade) ___ Church Certificate (Year) (Mo.) (Day) ___ School Record ___

II. PHOTOGRAPH

AGE* _____ GRADE* _____

III. FAMILY DATA

Parents or Guardians	Name	Place of Birth	Educational Status	Church	Occupation*	Bus. Phone*	Marital Status*	Living or Dead	Date of Death
FATHER (STEPFATHER)									
MOTHER (STEPMOTHER)									
GUARDIAN (RELATIONSHIP)									
OTHER ADULT WITH WHOM STUDENT LIVES									

ECONOMIC STATUS OF FAMILY*: GOOD ___ MODERATE ___ LOW ___ UNKNOWN ___

CHILDREN IN FAMILY*: TOTAL ___ BOYS ___ GIRLS ___

OLDER CHILDREN*: BOYS ___ GIRLS ___

YOUNGER CHILDREN*: BOYS ___ GIRLS ___

OTHERS IN HOME*:

*USE PENCIL

IV. ELEMENTARY SCHOOL PROGRESS

YEAR / GRADE	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19	19 -19
SUBJECTS	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av	T Av / T Av / Yr Av
LANGUAGE ARTS									
READING									
LANGUAGE									
SPELLING									
WRITING									
ARITHMETIC									
ELEMENTARY SCIENCE									
SOCIAL STUDIES									
GEOGRAPHY									
HISTORY									
CITIZENSHIP									
FOREIGN LANGUAGE									
HEALTH									
PHYSICAL EDUCATION									
MUSIC									
ART									
TEACHER									
SCHOOL									

V. STANDARDIZED TEST RECORD—ELEMENTARY SCHOOL

Name of Test	Form	Date Given	Score	Norm (G. E.)	% tile Rank	M. A.	C. A.	I. Q.
ACADEMIC APTITUDE								
ACHIEVEMENT								
OTHER								

Code V: C.A. = Chronological Age; M.A. = Mental Age; I.Q. = Intelligence Quotient; G.E. = Grade Equivalent.

VI. SECONDARY SCHOOL PROGRESS

Grade School 19 -19	Grade School 19 -19	Grade School 19 -19	Grade School 19 -19	Grade School 19 -19
Wks. in Sem. Length of Period	Wks. in Sem. Length of Period	Wks. in Sem. Length of Period	Wks. in Sem. Length of Period	Wks. in Sem. Length of Period
Subjects / Teachers / Periods Per Week / Marks: T Av, T Av, Yr Av	Subjects / Teachers / Periods Per Week / Marks: T Av, T Av, Yr Av	Subjects / Teachers / Periods Per Week / Marks: T Av, T Av, Yr Av	Subjects / Teachers / Periods Per Week / Marks: T Av, T Av, Yr Av	Subjects / Teachers / Periods Per Week / Marks: T Av, T Av, Yr Av
English	English	English	English	English
SS*	SS	SS	SS	SS
Acc. by**	Acc by	Acc by	Acc by	Acc by

UNIT SUMMARY

Subjects	Years 1	2	3	4	5	Total
ENGLISH						
MATH						
SOC. ST.						
SCIENCE						
H. & P.E.						
TOTAL						

* Subjects taken in summer school. ** Southern Association or State.

VII. ACTIVITIES & HONORS

Name	7	8	9	10	11	12
ANNUAL						
BAND						
BASEBALL						
BASKETBALL						
BETA CLUB						
CLASS OFFICER						
DRAMATICS						
FOOTBALL						
GLEE CLUB						
H. R. OFFICER						
LIBRARY ASST.						
NAT'L HON. S.						
ORCHESTRA						
SAFETY PATROL						
STUDENT COUN.						
STU. BODY OF.						
SCHOOL PAPER						
OTHERS						

Code VII: E=Exceptional participation. A=Average participation. D=Dropped.

VIII. EVALUATION OF SOCIAL & PERSONAL ASSETS

Asset	Elementary School								High School			
	1	2	3	4	5	6	7	8	9	10	11	12
COOPERATION												
COURTESY												
DEPENDABILITY												
INDUSTRIOUSNESS												
INITIATIVE												
LEADERSHIP												
MATURITY												
PERSONAL APPEARANCE												
SELF-CONTROL												
TEACHER JUDGMENT												
PUPIL-TEACHER JUDGMENT												
RATING SCALE												

Code VIII: A=Superior; B=Above average; C=Average; D=Below average; E=Low.

IX. STANDARDIZED TEST RECORD—HIGH SCHOOL

Name of Test	Form	Date Given	Score	System Norm	Test Norm	%tile Rank	M. A.	C. A.	I. Q.
ACADEMIC APTITUDE									
ACHIEVEMENT									
OTHER									

XVII. Educational and Vocational Plans

Grade	
5.6.7.	
8	
9	
10	
11	
12	

XVIII. Out-of-School Activities

Grade	
5.6.7.	
8	
9	
10	
11	
12	

XIX. Significant Notes

Additional information helpful for present and future guidance of the pupil: comments on educational progress: strengths and weaknesses: special interest and aptitudes: outstanding accomplishments. Subjective personality evaluations or record of conduct should not be included here. See "Directions" for detailed explanation.

Grade	Teacher or Counselor	COMMENTS

WORKSHEET

NORTH CAROLINA CUMULATIVE RECORD – GRADES 1 - 12

NOTE: THIS ORIGINAL RECORD SHOULD FOLLOW THE PUPIL FROM GRADE TO GRADE AND FROM SCHOOL TO SCHOOL. IN CASE OF TRANSFER OF THE PUPIL TO ANOTHER SCHOOL AND UPON REQUEST OF THE RECEIVING PRINCIPAL, THIS RECORD SHOULD BE SENT TO THE SCHOOL TO WHICH THE PUPIL HAS TRANSFERRED. ENVELOPES FOR MAILING THIS RECORD MAY BE PURCHASED BY THE PRINCIPAL FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, N. C., AT $2.00 PER HUNDRED. SEE "DIRECTIONS FOR USING THE NORTH CAROLINA CUMULATIVE RECORD" FOR INFORMATION ON HOW TO KEEP THIS RECORD.

XIV. MEDICAL RECORD

Immunization	Date	Date	Date	Date	Date	Date	Date
Whooping Cough							
Diphtheria							
Tetanus							
Poliomyelitis							
Smallpox							
Other							

Indicate by a check mark (√) if pupil has had allergies.....chickenpox.....diabetes.....drug sensitivities..... epilepsy..... measles..... mumps..... rheumatic fever..... tuberculosis..... whooping cough.....

Date	**Medical Examinations, Findings, Recommendations, Corrections** (Enter name and title of doctor, dentist, nurse, etc. whose entries are recorded.)

THE STUDENT INVENTORY

The suggested Student Inventory is provided to be used as a means of securing personal, social, and family background information. This type of information is needed in making an evaluation of the student. The instrument may be completed by the student or serve as an interview guide for the teacher. The reading level of the student might determine how the instrument is used.

STUDENT INVENTORY
(To Be Completed By the Student)
or
Interview Instrument for Teacher Use

Name _____ Sex ____ M _____F
Last First Middle Nickname

Home Address _____ _____
Number & Street City Telephone No.

I have _____ brothers and _____ sisters older than I am.

I have _____ brothers and _____ sisters younger than I am.

Other people residing in my home (other than mother, father, brothers and sisters) are: _____ _____
Name Age

_____ _____
Name Age

Do you have a separate room at home? _____ If not, how many share your room ?_____

Since I was born, my family has lived in _____ different towns.

Father or Guardian's Name _____ Deceased _____

Father or Guardian's Occupation _____

Where Employed _____

Mother's or Guardian's Name _____ Deceased _____

Mother's or Guardian's Occupation _____

Where employed _____

I do not live with my parents; I live with _____
Name Relationship

Most of the time my grades are: Excellent _____; Above Average_____;
Average _____; Below Average _____

My favorite subjects in school are: _____

_____

My least liked subjects in school are: _____

_____

I wish I could enroll in the following courses: _____

_____

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After I graduate from high school I plan: (Complete the appropriate section)

a. To attend _____
(Trade School/College/University - Name)

b. Get a job. I hope to work for _____
Name and Location of Company

_____ as a _____
Type of Work

c. I plan to be a housewife _____. I expect to hold a job, too _____
Employer: _____

d. I plan to enter the military service._____ What branch? _____

e. Other plans. (Please describe) _____

_____

I prefer to work: Outdoors: _____ Indoors: _____ With people: _____
With machines: _____ Clerical jobs: _____ Manual Labor:____

My big ambition in life is to become a _____
Occupation or Profession

and live in _____ _____ _____
City State Foreign Country

My favorite activities are in:

_____ Church. I am/am not a church member. Denomination _____

_____ Sports. I participate in _____

_____ Reading. My favorite authors are _____

_____ Clubs. I am a member of _____

_____ Music. I play the _____
I am a member of the school band _____ chorus _____ other _____

_____ Handicrafts. I make _____

_____ Homemaking (cooking, sewing, babysitting, etc.) I enjoy _____

_____ Do-it-yourself projects. I make or repair _____

_____ Dancing. I go to dances about _____ times a month or _____
times a year.

_____ Others. These include _____

_____

_____

My favorite hobbies are: _____

I hold leadership positions in the following:

GROUP	SCHOOL	COMMUNITY
_____	_____	_____
_____	_____	_____
_____	_____	_____

List the three occupations or professions which appeal to you most, in the order of your preference:

First choice _____

Second choice _____

Third choice _____

List places you have visited outside of your State _____

_____

List any type of job you have had, and indicate how you liked the work _____

_____

What I can do:

VERY WELL	FAIR	MY GOAL
_____	_____	_____
_____	_____	_____

What special interests do you carry on during your spare time?_____

_____

How much time do you devote to this special interest daily? _____

_____

Do you have any physical defects? _____ Please list _____

_____

Do you have any special problem in your home or in school which your teacher or counselor should know about? _____ What? _____

_____

_____

Comment: _____

_____

_____

_____ _____

Date Student's Signature

PERSONALITY TESTS

These instruments can be used in helping to identify and evaluate some personality characteristics of children who are disadvantaged culturally, the socially maladjusted and possibly point to children with emotional problems. Administration and interpretation of Personality Tests should be performed by persons whose training have equipped them to analyze such results.

This test information could be incorporated into the Summary Sheet as part of determination of children for this program.

SUGGESTED TEST:

1. Gordon Personal Profile by Leonard V. Gordon
   (For high school)

   Harcout , Brace and World
   757 Third Avenue
   New York, New York 10017

2. The Adjective Check List
   (For high school)

   Consulting Psychologists Press
   577 College Avenue
   Palo Alto, California

3. Behavior Preference Record
   (For grades 4-6; 7-9; 9-12)

   California Test Bureau
   5916 Hollywood Blvd.
   Los Angeles, California

4. Mooney Problem Checklist
   (For junior high school and senior high school)

   The Psychological Corporation
   304 E. 45th Street
   New York, New York

THE AUTOBIOGRAPHY

Most teachers, counselors and other school personnel are well aware of the importance of observations, anecdotal records and standardized tests in helping them understand students. However, the story of the learner's life as he reveals it in writing is often overlooked.

Autobiographies are often referred to as structured or unstructured depending upon the kind of directions that are given to the student. Highly explicit and detailed directions requesting factual information are typical of the structured autobiography. With the unstructured autobiography the student is given a loose set of directions that may include little more than the request to "Write a Story about Your Life." The structured autobiography is an efficient means of acquiring a systemic and detailed account of the learner's life. An unstructured autobiography is more apt to reveal what the learner perceives as the most important areas of information about himself, eg. his interests, aspirations, joys, and concerns. In either case, the autobiography must be considered a subjective technique for the collection of information.

The instrument that follows for use when writing the autobiography is so structured that the student will have the opportunity to write those things in his past or present life which he feels will make a more complete history of himself and/or of which he would like to free himself.

STRUCTURED AUTOBIOGRAPHY OF STUDENT

NAME _____

A. Describe those things in your past or present life which will make your autobiography a more complete history of you. You will want to include any experience or influence which has affected your personality, interests or problems.

B. Discuss briefly your vocational plans for the immediate future and for life. If your plans are still indefinite, discuss some of the problems you are facing in making your decision.

C. Write about any other phases of your life's history that would help one gain a better picture of you.

CLASSROOM TEACHER'S EVALUATION REPORT
(To Be Completed By Each Subject Teacher)

The classroom teacher's evaluation report has been prepared so that the subject-matter teachers can rate twenty-six significant personal qualities of each student.

Each personal quality is rated either frequently, occasionally, or not observed.

Provisions have been made for listing known handicaps, special talents and recommended areas in which the student needs special instruction or help.

Student _____ _____
Last First Middle Subject

SIGNIFICANT PERSONAL QUALITIES

Please check (✓) the following in order to rate the student on each characteristic:

	Frequently	Occasionally	Not Observed
1. Is overly shy and withdrawn			
2. Is fearful or distrustful			
3. Is willing to try new activities			
4. Seeks attention			
5. Dominates others			
6. Is aggressive			
7. Is frequently chosen by others			
8. Prefers isolation from group			
9. Is easily discouraged			
10. Is disrespectful			
11. Frequently absent or tardy			
12. Had difficulty adjusting to school			
13. Assumes responsibility			
14. Is reliable			
15. Continuous inability to understand or comprehend			
16. Tries too hard			
17. Underachiever (Above average student doing below-average work)			

	Frequently	Occasionally	Not Observed
18. Acute sensitivity -- cries easily			
19. Is neat and clean			
20. Encourages others			
21. Is courteous and appreciative			
22. Has good manual dexterity			
23. Is agile/well-coordinated			
24. Appears to prefer older children			
25. Appears to prefer younger children			
26. Mingles with children of opposite sex			

List any known handicaps: _____

_____

Briefly describe any special talents: _____

_____

_____

Recommended areas in which the student needs special instruction or help:

_____

_____

Comments:

_____
Signature of Teacher

COUNSELOR'S REPORT

This specially designed instrument makes it convenient for the counselor to record curricular and extra-curricular notes of significance for each year the student was enrolled in school.

Student _____
Last First Middle

Significant Notes

9th GRADE	11th GRADE
Teacher	Teacher

10th GRADE	12th GRADE
Teacher	Teacher

Extra-Curricular Activities

Note: This form can be expanded to cover more than four years.

STUDENT'S SCHEDULE

The student's schedule indentifies the student by name, grade and homeroom.

It carries a list of the student's scheduled courses in period sequence and lists the teacher for each course in which he is enrolled.

Space is available for additional comments.

In some cases, a student may have only one class per day in a special area for special attention, while another may have classes scheduled for the entire day.

Name of Student	Grade Level	Home Room

Date	Counselor - Special Needs Teacher Coordinator

CLASS SCHEDULE

PERIOD	NAME OF TEACHER	COURSES	
		REGULAR	SPECIAL NEEDS
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			

Comments:

COMMITTEE'S SUMMARY SHEET FOR EVALUATING
THE DISADVANTAGED STUDENT

This instrument provides a list of the most common criteria for the identification of the disadvantaged student. It involves characteristics related to the economic, cultural, educational and social deprivation of the student.

THE ECONOMICALLY DISADVANTAGED STUDENT

_____ . Family income falls below the poverty level ($3,000.00 annually)

_____ . Lacks proper food, clothing, and shelter

_____ . Lacks money for normal school expenses

THE CULTURALLY DISADVANTAGED STUDENT

_____ . Comes from broken or sub-normal home

_____ . Lacks exposure to the "average" culture and experiences in or exposure to music, art, literature, etc.

_____ . Is unable to use the formal language necessary for average school progress.

_____ . Comes from a disadvantaged or impoverished cultural background.

THE EDUCATIONALLY DISADVANTAGED STUDENT

_____ . Has serious reading, computational or language difficulties

_____ . Is two or more grades below state and/or national achievement norms for age and/or grade.

_____ . Is failing two or more subjects.

_____ . Is a potential dropout and may have one or more of the preceding characteristics.

_____ . Has been exposed to curriculum that has not been designed to meet student educational and occupational needs which has resulted in one or more of the above characteristics and which will not prepare the student to meet educational or occupational demands beyond the high school level. (If in fact after completion of a high school program, the student cannot meet the requirements for continued higher academic and technical or skill programs or cannot meet job requirements then he should be considered as educationally deprived.)

THE SOCIALLY MALADJUSTED STUDENT

_____ . Defies rules and regulation.

_____ . Likes to dominate the scene.

_____ . Behaves in an unrestrained manner or shows such behavior that is disrupting to the school program for others and is difficult to manage behaviorally.

_____ . Is persistently truant from school and home.

_____ . Has a consistently poor self-image.

_____ . Is hostile.

_____ . Is socially agressive and unconventional.

_____ . is overly sensitive to constructive criticism and/or generally exhibits behavior difficult to manage in school and expulsion from school may be imminent.

COMMITTEE'S SUMMARY SHEET FOR EVALUATING
THE HANDICAPPED STUDENT

This instrument provides a list of the most handicapping, characteristics likely to be found among students in the public schools. It involves characteristics related to physical handicaps, impaired hearing, visual handicaps, crippling conditions and other health handicaps. In addition it provides a general intelligence range for classifying mentally handicapped students.

THE PHYSICALLY HANDICAPPED STUDENT

Speech Handicapped

_____ . Does not speak distinctly and lacks sufficient volume to be heard.

_____ . Tries hard, but no sound comes out.

_____ . Blinks his eye excessively; engages in other bodily motions while talking in an effort to communicate or clarify his speech.

_____ . Lisps.

_____ . Omits sounds from words, adds to words, distorts words and substitutes one letter for another.

Hearing Impaired

_____ . Seems inattentive consistently.

_____ . Has difficulty in locating sound direction.

_____ . Shows repeated inability to hear in a group.

_____ . Frequently fails to respond to questions.

_____ . Asks to have words or sentences repeated.

_____ . Has an usually loud or weak voice.

_____ . Withdraws from the group.

_____ . Complains of buzzing or ringing in the ears.

_____ . Has poor articulation.

Visual Handicapped

_____ . Rubs his eyes excessively, frowns and attempts to brush away blurs.

_____ . Blinks frequently and may become irritable when doing close work.

_____ . Has crossed eyes.

_____ . Stumbles or trips over small objects.

_____ . Is unable to participate in games requiring distance vision.

_____ . Writes erratically.

_____ . Complains of dizziness, headaches, or nausea following close eye work.

Crippled

_____ . Has poor coordination.

_____ . Walks awkwardly or with a limp.

_____ . Moves in a jerky or shaky fashion.

_____ . Shows signs of pain during exercise.

_____ . Has defects which interfere with normal functioning of the bones, muscles or joints.

(A few of the more common crippling conditions are: cerebral palsy, infantile paralysis, arthritis, bone and joint disease.)

Other Health Handicaps

_____ . Is easily fatigued.

_____ . Is excessively restless and/or overactive.

_____ . Is unusually breathless after exercise.

_____ . Complains of chest pains after physical exertion.

_____ . Is subject to frequent colds.

_____ . Is extremely inattentive.

_____ . Is excessively hungry and thirsty.

(A few of the more usual health problems are: rheumatic fever, organic heart disease, epilepsy, diabetes, asthma and nutritional deficiences.)

The Mentally Handicapped Student

_____ . Has sub-average general intellectual functioning with impairment in one or more of the following aspects of adaptive behavior: (EMR)

_____ maturation _____ learning _____ social adjustment

Meets one of the criteria - Check (✓) one

_____ . a. IQ - 25-50 range

_____ . b. IQ - 50-75 range

_____ . c. IQ - 75-85 range

The Emotionally Handicapped Student

_____ . Often reacts unacceptably to life situations.

_____ . Exhibits nervous mannerisms (crying, nail-biting, etc.)

_____ . Is over-anxious to get approval of others.

_____ . Shows marked degree of fear, apprehension and is easily hurt.

_____ . Is moody, depressed, suspicious, and seclusive.

_____ . Appears more unhappy than most children.

STUDENT'S APPRAISAL SUMMARY

The Student Appraisal Summary is designed as a one sheet summary which will assist the teacher in recording information from many sources. This instrument will enable a teacher of the disadvantaged or handicapped student to obtain at a glance a mental picture of each student.

NAME _____
Last Middle First Age Sex Grade Classification

MAJOR AREAS OF DEPRIVATION — WHY?

(1) Economic _____
(2) Culturally _____
(3) Educationally _____
(4) Socially _____
(5) Other _____

MAJOR HANDICAPPING CONDITION	TO WHAT EXTENT	EVIDENCE
(1) Speech	_____	_____
(2) Hearing	_____	_____
(3) Visual	_____	_____
(4) Crippling	_____	_____
(5) Mental	_____	_____
(6) Emotional	_____	_____
(7) Other	_____	_____

MEDICAL RECORD

Indicate by a check mark (✓) if pupil has had allergies _____, chickenpox _____, diabites _____, drug sensitivities _____, epilepsy _____, measles _____, mumps _____, rheumatic fever _____, tuberculosis _____, whooping cough _____, others as _____, _____.

DATE Medical Examinations, Findings, Recommendations, Corrections. Enter name and title of doctor, dentist, nurse, etc. whose entree are recorded.

Has student been identified by Special Education (_____) (_____)?
Yes No

Has student been identified by Vocational Rehabilitation (_____) (_____)?
Yes No

STANDARDIZED TEST RECORD

Standardized test serve the broad purpose of providing teachers, students and administrators with knowledge that is helpful to them in planning and selecting appropriate learning experiences.

The Differential Aptitude Test and other ability and interest profile test are satisfactory instruments for revealing the abilities, the strengths and weaknesses of students. Guidance counselors are qualified to administer and interpret the Differential Aptitude Test and other tests yielding a profile of the students abilities, interests and aptitudes.

A profile of a student's ability, aptitude and interest scores makes it convenient when charting course work in order to relate these abilities to specific courses which will enhance the abilities, aptitude and interests of the student.

Local committees should continue to seek new and improved diagnostic means and use them when and where applicable.

STANDARDIZED TEST RECORD (from cumulative record)

Name of Test	Form	Date Given	Score	Norm G.E.	% Tile Rank	M.A.	C.A.	I.Q.
Academic Aptitude								
Achievement								
Other								

Differential Aptitude Test Scores

Name Year Form Grade Sex

Raw Score

Percentile

Other Profile Measures

Relatively Strong Ability Areas	Weak Ability Areas
Relatively Strong Aptitude Areas	Weak Aptitude Areas
Relatively Strong Interest Areas	Weak Interest Areas
Relatively Strong Subject Areas	Weak Subject Areas

Possible subject areas to stress or pursue in program planning:

ATTENDANCE RECORD

Indicate number of days absent _____

Indicate number of days present _____

Indicate number of school days _____

EMPLOYMENT RECORD

Full or Part-time _____

Type of work _____

Comments _____

35

Possible reasons why student is presently not succeeding in occupational program and/or school.

<u>Overall</u> appraisal summary and/or recommendation(s).

REFERRALS

The referral form indicates referral agencies and other needed information to more completely analyze the student.

REFERRALS SUGGESTED FOR MORE COMPLETELY ANALYZING THE STUDENT

1. Medical
   a. Name of agency and address -
   b. Person in charge -
   c. Telephone number -
   d. Referral steps

   _____

   _____

2. Testing - psychological, etc.
   a. Name of agency -
   b. Person in charge -
   c. Telephone number -
   d. Referral steps

   _____

   _____

3. Mental Health Clinic or Guidance Bureau
   a. Name of agency -
   b. Person in charge -
   c. Telephone number -
   d. Referral steps

   _____

   _____

4. Other
   a.
   b.
   c.
   d.

THE UNDERSTANDING TEACHER

Anonymous

Though I teach with skill
Of the finest teachers
And have not understanding
I am become only a clever speaker and charming entertainer,
And though I understand all techniques and all methods
And though I have much training,
So that I feel competent,
But have no understanding of the way my pupils think,
It is not enough.

And if I spend many hours in lesson preparation
And become tense and nervous with the strain,
But have no understanding
Of the personal problems of my pupils,
It still is not enough.

The understanding teacher is very patient, very kind;
Is not shocked when young people
Bring him their confidences;
Does not gossip; is not easily discouraged;
Does not behave in ways that are unworthy,
But is at all times a living example to his students
Of the good way of life of which he speaks.

Understanding never fails
But whether there be materials, they shall become obsolete;
Whether there be methods, they shall become outmoded;
Whether there be techniques, they shall be abandoned;
For we know only a little,
And can pass on to our children only a little;
But when we have understanding
Then all our efforts will become creative,
And our influence will live forever
In the lives of our pupils.

When I was a child, I spoke with immaturity
My emotions were uncontrolled,
And I behaved childishly;
But now that I am an adult,
I must face life as it is
With courage and understanding,
And now abideth skill, devotion, understanding,
These three,
And the greatest of these is understanding.